

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft May 2014		
<u>10.58.502 AGRICULTURAL EDUCATION</u>		
(1) Candidates for agricultural education teacher endorsement shall have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.	(1) Candidates for agricultural education teacher endorsement shall have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.	
(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the following areas:	(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the following areas:	
(i) agricultural, natural, and environmental resource science;	(i) agricultural, natural, and environmental resource science;	
(ii) agricultural business management and entrepreneurship;	(ii) agricultural business management and entrepreneurship;	
(iii) horticultural science;	(iii) horticultural science;	
(iv) animal science;	(iv) animal science;	
(v) crop science;	(v) crop science;	
(vi) soil science;	(vi) soil science;	
(vii) food science;	(vii) food science;	
(viii) agriculture mechanical technology;	(viii) agriculture mechanical technology;	
(ix) biotechnology; and	(ix) biotechnology; and	
(x) technology applications in agriculture;	(x) technology applications in agriculture;	



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(b) demonstrate a philosophy of vocational education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;	(b) demonstrate a philosophy of vocational education <u>Career and Technical Education</u> , which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;	
(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;	(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including <u>current and evolving issues and ongoing practices of</u> Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;	
(d) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);	(d) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);	
(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including:	(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including:	
(i) accounting practices;	(i) accounting practices;	
(ii) career experiences;	(ii) career experiences;	
(iii) entrepreneurial activities;	(iii) entrepreneurial activities;	



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(iv) student portfolio development;	(iv) student portfolio development;	
(v) on-site instruction; and	(v) on-site instruction; and	
(vi) job-related skills;	(vi) job-related skills;	
(f) demonstrate the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1));	(f) demonstrate the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1));	
(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and	(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and	
(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA.	(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		



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